

# A

## Beginning Sounds (phonemic awareness)

### Practice Item

#### Directions

Tell children to look at the pictures at the top of the page. Then tell them you will do this row together.

Say: Put your finger on the picture of Reggie Rooster. Say his name slowly. Listen for the first sound you hear. Next, name the pictures in the row (pie, ring, cat). Draw a circle around the picture whose name begins with the same sound as *Reggie Rooster*.

#### Items 1–5:


Use the directions above for items 1–5, using the Alphafriend names below, as follows:

1. Sammy Seal, 2. Reggie Rooster, 3. Mimi Mouse, 4. Sammy Seal, and 5. Mimi Mouse.

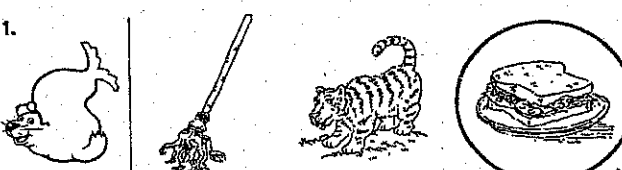
**A** Name \_\_\_\_\_

**Beginning Sounds**

**Practice**



1.



Go on →

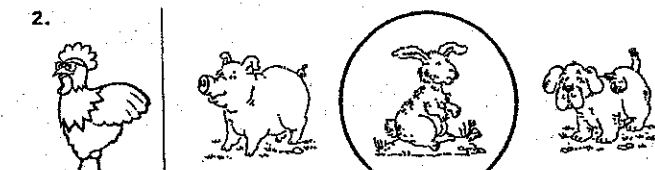
Theme Skills Tests, Kindergarten Theme 2: Colors All Around

(Reggie Rooster;  
pie, ring, cat)


(Sammy Seal;  
mop, tiger, sandwich)

### Pupil page 4

2.



3.



Go on →

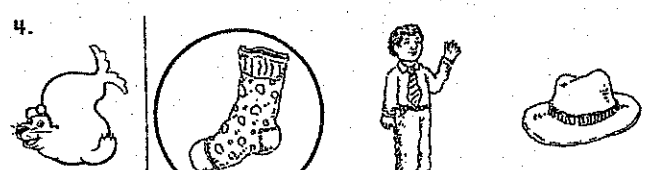
Theme Skills Tests, Kindergarten Theme 2: Colors All Around 5

(Reggie Rooster;  
pig, rabbit, dog)


(Mimi Mouse;  
mask, sun, ring)

### Pupil page 5

4.



5.



STOP

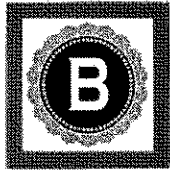
Part A Beginning Sounds \_\_\_\_\_

Theme Skills Tests, Kindergarten Theme 2: Colors All Around

(Sammy Seal;  
sock, man, hat)

(Mimi Mouse;  
cow, rope, moon)

### Pupil page 6



## Making Predictions (comprehension)

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**Say:** Listen as I read you a story. I will stop at times as I read to let you think about what may happen next. Each time that I stop, you will look at pictures in the row. I'll ask a question about what will happen next in the story. You will circle a picture to answer my question.

**Story:** adapted from Mouse Paint by Ellen Stoll Walsh  
answer options illustrated by Holly Markley

**Once there were three white mice on a white piece of paper. One day, the mice saw three jars of paint-- one red, one yellow, and one blue. They thought it was Mouse Paint.**

(Read Story Question 1 for item 1.)

1. Ask: **Which picture shows what the mice will probably do?**

**(The mice climbed right into the paint!) Then one mouse was red, one mouse was yellow, and one mouse was blue. The mice climbed out of the paint onto the white paper.**

(Read Story Question 2 for item 2.)

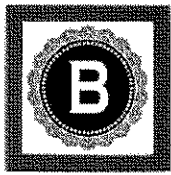
2. Ask: **Which picture shows what the mice will probably do next?**

**(They made little footprints all over the paper. The mice splashed and mixed and danced until they were covered in a rainbow of paint colors.) But, the paint on their fur got sticky and stiff.**

(Read Story Question 3 for item 3.)

3. Ask: **What will the mice do next?**

**(So, they washed off all the paint until they were back to white,) and they painted on the paper with brushes instead.**



Name \_\_\_\_\_

## Making Predictions

1.

(mouse  
taking a bath)

(mice dancing/  
making footprints)

(mice getting  
into a paint can)

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2.

(mice dancing/  
making footprints)

(mouse taking  
a nap)

(mice taking  
a drive)

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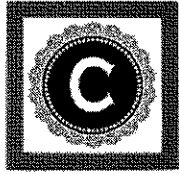
3.

(mouse getting  
into a paint can)

(mouse taking  
a bath)

(mouse taking  
a nap)





# Sequence of Events (comprehension)

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## Directions

Tell children that you will read them a story. Explain that when the story is over, they will answer questions about it by circling one picture in each row as they did on the page before this.

**Story:** adapted from Mouse Paint by Ellen Stoll Walsh  
answer options illustrated by Holly Markley

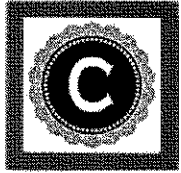
**Once there were three white mice on a white piece of paper. One day, the mice saw three jars of paint-- one red, one yellow, and one blue. They thought it was Mouse Paint.**

**The mice climbed right into the paint! Then one mouse was red, one mouse was yellow, and one mouse was blue. The mice climbed out of the paint onto the white paper. They made little footprints all over the paper. The mice splashed and mixed and danced until they were covered in a rainbow of paint colors. Soon, the paint on their fur got sticky and stiff. So, they washed off all the paint until they were back to white. Last, they painted on the paper with paintbrushes instead.**

## Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: **Which picture shows what happened at the beginning of the story?**
2. Ask: **Which picture shows what the mice did after their fur got sticky and stiff?**
3. Ask: **Which picture shows what happened at the end of the story?**



Name \_\_\_\_\_

## Sequence of Events

1.

(mouse washing  
off paint)

(white mice on  
white paper)

(mice painting paper  
with paintbrushes)

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2.

(white mice on  
white paper)

(mouse washing  
off paint)

(mice painting paper  
with paintbrushes)

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3.

(mice painting paper  
with paintbrushes)

(white mice on  
white paper)

(mouse washing  
off paint)





D

## Initial Consonants: *s, m, r* (phonics)

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### Practice Item

#### Directions

Tell children that you will do the row at the top of this page together.

Say: Put your finger under the letter at the beginning of the row. Think about the sound this letter stands for. Now name each picture in the row (mitten, bed, robe). Circle the picture whose name begins with the sound for the letter at the beginning of the row.


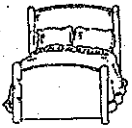

#### Items 1-5:

Use the directions above for items 1-5. Have children complete the rows independently. Name pictures for children if necessary.



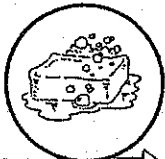
**D** Name \_\_\_\_\_


**Initial Consonants: s, m, r**

**Practice**

**m**   

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1. **s**   



Go on 

12 Theme Skills Tests, Kindergarten Theme 2: Colors All Around




(mitten, bed, robe)


(mask, lion, soap)

**Pupil page 12**

2. **r** **2**  

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3. **m**   



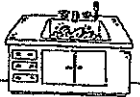
Go on 

Theme Skills Tests, Kindergarten Theme 2: Colors All Around 13



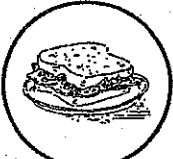
(2, rock, sun)


(mop, rabbit, cat)

**Pupil page 13**

4. **r**   

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5. **s**   

STOP 

Part D Initial Consonants s, m, r \_\_\_\_\_

14 Theme Skills Tests, Kindergarten Theme 2: Colors All Around

(rain, hat, sink)

(baby, man, sandwich)

**Pupil page 14**





# High-Frequency Words: *I, see*

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## Directions

### Identification of sight words

Say: **Look at the words below.**

**Point to each word and say it to yourself.** (Teacher points to each word/picture and models touching and saying each word/picture to him/herself).

**Now, circle all of the words that say “I.”**

**Cross out all of the words that say “see.”**

### Dictation of sight words

Say: **I am going to say words for you to write. Listen carefully as I say each word.**

**Touch the number one. Write the word “I” on the line.**

**Touch the number two. Write the word “see” on the line.**

[Model number three before giving the last direction. Say: “The last sentence I get to complete with my own idea. I am supposed to write “I see...” and then draw a picture of what I see. Watch me.” (Write and say “I see” and draw a simple plural picture in the box. Ex: mice) Touch and say the entire sentence from left to right, “I see mice.”]

**Touch the number three. Write the following sentence. “I see ( ).”**

PART	SCORE	LEVEL OF RESPONSE	RESULT S, D, E, or NE	COMMENTS
E High-Frequency Words: <i>I, see</i> (Maximum Score = 5)		4-5 = Strong 2-3 = Developing 1 = Emerging 0 = Not Evident		

If student circled all "I" correctly = 1 point

If student did not circle all "I" correctly = 0 points

If student crossed out all "see" correctly = 1 point

If student did not cross out all "see" correctly = 0 points

Each word or sentence written correctly = 1 point for a total of 3 points for dictation

B Making Predictions (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
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C Sequence of Events (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
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